DOCUMENT RESUME

ED 343 654 PS 019 858

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TITLE Evaluation of the Early Provisions for School Success (EPSS) Program, Phase II, School Year 1989-90. (A Case Study of Seven Successful Kindergarten Teachers).
INSTITUTION Hawaii Univ., Honolulu. Curriculum Research and Development Group.
PUB DATE Sep 90
NOTE 76p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Case Studies; *Classroom Environment; Classroom Observation Techniques; Inservice Teacher Education; Interviews; *Kindergarten; Kindergarten Children; Parent Participation; *Preschool Teachers; Primary Education; Program Evaluation; Recordkeeping; Student Evaluation; *Teacher Effectiveness; *Teaching Methods
IDENTIFIERS *Early Provisions for School Success Program HI; *Hawaii

ABSTRACT

In 1989, the Hawaii State Department of Education initiated a study of the practices of successful kindergarten teachers involved in the Early Provisions for School Success (EPSS) program. Seven teachers identified as having a large percentage of students with language needs who progressed to the non-needs category were recruited from seven school districts. A case study method was used to gather data on the teachers' approaches to assessment, instruction, staff development, parent involvement, and recordkeeping. Each teacher was observed three or four times, interviewed, and asked to complete a questionnaire. Frequently used or dominant strategies, termed "primary strategies," were compared with teachers' written expectations. Study findings indicated that the teachers developed and used a variety of means to monitor children's progress and adjusted instruction to meet students' needs. The teachers were well-organized in providing an environment conducive to learning. Most provided learning centers, displayed children's work, and made many books available. Several instructional practices stood out as primary strategies; these included using children's experience to support and facilitate new learning, and fostering learning situations that allowed for experiencing, interacting, experimenting, and exploring. Teachers sought to involve parents by scheduling conferences, inviting parents to visit classes, and communicating by notes and telephone. All teachers attended at least two EPSS training sessions and kept records of student progress. The interview schedule and questionnaire are attached. (AC)

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Evaluation of the Early Provisions for School Success (EPSS) Program, Phase II School Year 1989-90

(A Case Study of Seven Successful Kindergarten Teachers)

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September 1990

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I. INTRODUCTION

A. General Background of EPSS

In 1982 the Hawai'i State Department of Education (DOE) implemented a major change in early education (K-3) called the Early Provisions for School Success (EPSS) program. It noted that in a typical kindergarten class, one would find a range of students from those who behave like three-year-olds to those who respond like nine-year-olds, and that a significant number in such a class may experience difficulties in the first year of school.

The Department believed that early identification of children's instructional needs and planning and implementing an instructional program which matched the developmental stages of children would reduce the incidence of failure and enhance the probability for success in school. The Board of Education and the legislature concurred and since 1982 have provided additional resources to help kindergarten children become successful learners. From 1982 to 1985 the program provided services to all kindergarten children.

Beginning in September 1985, the Department began to focus attention on kindergarten children identified as needing extra help in language development. Children needing such help were identified as follows:

> Considerable needs (CN) children: a score of two or more years below chronological age in language development as measured by the *Peabody Picture Vocabulary Test, Revised* (PPVT-R); or a score in stanines 1 or 2 in language development as measured by the *Missouri Kindergarten Inventory of Developmental Skills* (MKIDS), or by teacher judgment.
>
> Moderate needs (MN) children: not CN and a score of 1-1.9 years below chronological age on the PPVT-R, or in stanine 3 in language development on the MKIDS, or by teacher judgment.

The teachers and principals were given training in providing extra help to these children. In addition, 100 EPSS Support Teachers were assigned to assist the teachers and principals.

In 1987 another major early childhood education initiative was launched. Beginning September 1987, the class size for kindergarten was reduced from approximately 26 students to approximately 20 students. Classes with enrollment of 22-28 students were given support resources such as part-time temporary teachers (PTTs), full-time educational assistants (EAs) or half-time regular teachers. The EPSS Support Teacher positions were deleted as a trade-off for reduced class size.

In school year 1988-89, the class-size reduction plan was extended to grade 1. District superintendents, elementary school principals and kindergarten and grade 1 teachers were informed that "[a] major initiative during the 1988-89 implementation of the Early Provisions for School Success (EPSS), Phase II Program will be grade 1 class size reduction." They were advised that reduced class size alone was not sufficient to ensure a developmentally appropriate education for the students. Such a program must be "relevant to how children develop and how they learn, promote classroom activities implemented in a climate of acceptance and respect for children." Another emphasis was to "strengthen linkages with 54 Parent-Community Networking Centers . . . at various school sites." A guide to assist school personnel in implementing the program was issued.

There was no major change in the program in 1989-90.

The 1990 legislature appropriated funds to extend class-size reduction to grade 2 classes where facilities and staff are available. This is being implemented in September, 1990.

B. EPSS Goals and Objectives

The Department of Education's goal of EPSS is "[t] o foster each child's learning process." The program's major outcome objectives are:

"1. Ninety percent (90%) of the kindergarten children with needs in language will show progress in raw score in language as measured by Missouri KIDS and PPVT-R.

"2. Ninety percent (90%) of the grade 1 children with needs will show progress in raw scores in language as measured by the PPVT-R.

"3. There will be a decrease in retention rates at kindergarten since the class size reduction in 1987-88 as compared with retention rates prior to 1987-88.

"4. There will be a decrease in retention rates at grade 1 since the class size reduction in 1988-89 as compared with retention rates prior to 1988-89."

Further, the Department projected a "gradual decrease in the second grade retention rates" beginning with school year 1989-90 and a "gradual decrease in the percent of grade 3 students scoring in stanines 1 and 2 in reading and mathematics on the Stanford Achievement Test as compared with grade 3 students prior to 1990-91."

C. Past Evaluation Studies

Since the implementation of EPSS in September 1982, the program has been the subject of the following evaluation studies:

1. *Evaluation of the Early Provisions for School Success Program*, DOE (September 1984).
2. *Hawaii State Department of Education Early Provisions for School Success Evaluation Report*, Social Science Research Institute, UH (November 1986).
3. *Evaluation of Early Provisions for School Success, School Year 1986-87*, Curriculum Research and Development Group, UH (November 1987).
4. *Evaluation of the Early Provisions for School Success (EPSS) Program, Phase II, School Year 1987-88*, Curriculum Research and Development Group, UH (November 1988).
5. *Evaluation of the Early Provision for School Success (EPSS) Program, Phase II, School Year 1988-89*, Curriculum Research and Development Group, UH (September 1989).

Reports of these evaluation studies were generally positive as to the academic achievement of students. The 1986 report stated that EPSS made a difference in higher achievement of students. In 1987, evaluators stated, "[t]he effectiveness of EPSS . . . was clearly shown by high on-task

time and impressive gains beyond normative expectations in language, number concepts, paper/pencil skills and auditory skills." In 1987-88, the class size in kindergarten was reduced and Support Teacher positions eliminated. The evaluation findings were that the program was just as effective in producing above-normative gains and high time on-task. Teachers and principals were in favor of continuing reduced class size. The 1988-89 evaluation focused on the implementation of class-size reduction in grade 1. The results showed that the reduction was carried out as planned, that the program was effective in producing language improvement greater than normative expectation for grade 1 students, that grade retention rate in grade 1 was reduced, and that there was agreement among teachers and principals that the program was successful.

All studies reported recommendations for program improvement.

D. Change in Focus of Evaluation

From 1984-1989, evaluations of the EPSS Program focused on overall progress in meeting program goals and objectives. As stated above, the findings were that the program consistently succeeds in achieving intended results.

In 1989 the Department of Education decided to change the focus of program evaluation to a study to identify and describe practices of successful kindergarten teachers so the findings could be shared with other teachers. In a memorandum of agreement between the Department of Education and the University of Hawai'i, College of Education, Curriculum Research and Development Group (CRDG), dated October 16, 1989, the parties agreed that CRDG will use the case study approach to gather relevant data on the practices of seven successful kindergarten teachers in implementing the five major components of EPSS: assessment, instruction, staff development, parent involvement, and recordkeeping.

II. EVALUATION DESIGN

A. Description and Purpose of Qualitative Research in Educational Evaluation

The case study has been viewed by researchers as "the classical qualitative educational research design" (Fetterman, 1984, p. 63). The use of qualitative research has become more popular as a reaction against the limitations of purely quantitative research based primarily on what evaluators refer to as "hard data." Other descriptive words commonly used for quantitative data are "quantifiable coding," "counts," "measures," "operationalized variables," and "statistical." Words associated with qualitative data, on the other hand, are "descriptive," "personal documents," "field notes," "photographs," "people's own words," and "official documents and other artifacts" (Bogdan & Biklen, 1982, p. 47).

To further describe qualitative research, we can compare its other aspects with those of quantitative research with which most of us are familiar. For example, while quantitative research depends on data collection techniques such as experiments, survey research, and testing, qualitative procedures rely heavily on observation, documents and artifacts, and open-ended interviewing. In addition, qualitative research may include a small, nonrepresentative population as opposed to quantitative research which depends on a larger, stratified, and more representative samples as data collection sources.

The comparison between quantitative and qualitative research for our purposes is not to say one is better than the other. It is not uncommon for both approaches to be used in an evaluation study but with greater emphasis given to one. Through the use of the case study approach, we have decided to emphasize the qualitative aspects of evaluation for this year's EPSS evaluation in hopes that some of the unquantifiable aspects of teaching are documented and reported for further study and decision making.

B. Description and Functions of Case Studies

Yin (1984), who advocates that case studies have a distinctive place in evaluation research, describes a case study as an "empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used" (p. 23).

In this case study, we have observed teaching activities in seven classrooms as carried on from day to day. Teachers were given no prior instruction on what to do or say, except to teach as they ordinarily do. We have attempted to describe and analyze what happened in seven classrooms using information collected through observations, interviews, questionnaires, and documents to identify and describe practices that are used by successful kindergarten teachers so that such practices can be shared with other teachers.

Yin (p. 89) suggests that five components of a research design are especially important in a case study:

1. A study's question. For this study, the primary question was "What do successful teachers do with regard to the EPSS components of assessment, instruction, parent involvement, staff development, and recordkeeping?"

2. A study's proposition. Here we reviewed the proposition that adherence to existing guidelines within a reduced class size would enable teachers to work more effectively with students.

3. A study's unit of analysis. In our study, the classroom constituted the unit of analysis.

4. The logic linking the data to the propositions. For our purpose, we have attempted what Donald Campbell refers to as "pattern-matching," where the information that is collected is "related to some theoretical proposition" (Yin, p. 33). In this case study, we have analyzed data from seven different classrooms, relating them to the guidelines for developmentally appropriate practices as articulated in the *Program Guide for Early Provisions for School Success, Phase II*

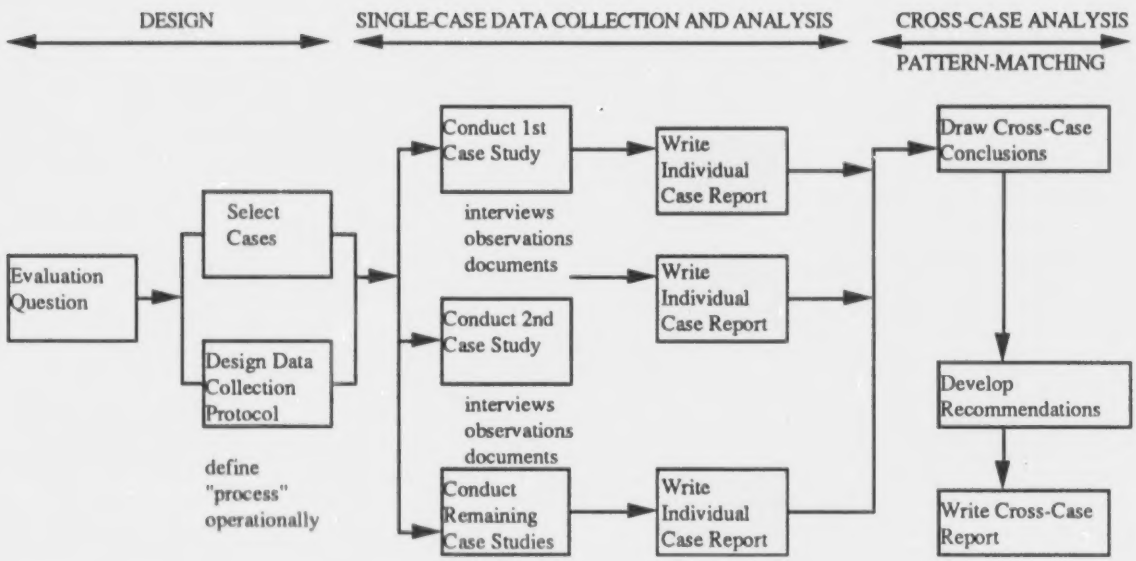
(Department of Education [DOE], 1988), and documents from the National Association for the Education of Young Children (NAEYC).

5. The criteria for interpreting the findings. Campbell's approach was "to describe two potential patterns and then to show that the data matched one better than the other" (Yin, p. 35). For this study, the pattern created by the program guide served as the basis for data collection. Alignment with this pattern would support the study's proposition that the kindergarten teachers selected for the study followed the guide. If the findings of the study did not align with the guide, the pattern created by data collected would serve as a "rival proposition," or a second pattern describing what the kindergarten teachers in the project did that led to increased learning.

C. Design Utilized for EPSS Case Study

Using a multiple-case study design as presented by Yin (p. 35), this case study is directed toward this question: "What do successful teachers do with regard to the EPSS components of assessment, instruction, parent involvement, staff development, and recordkeeping?" Beginning with this evaluation question, we proceeded with the selection of cases, the design of data collection, the collection of data, the analysis of data, and ending with the reporting of findings, conclusions, and recommendations.

A schema by Yin (p. 51), slightly modified for our purpose, describes the design we followed in this study.



D. Specific Elements of This Evaluation

1. Data Source. For this evaluation, we looked at the following data for approximately 600 kindergarten teachers for the school years 1987-88 and 1988-89.

a. Percentage of students with language needs at the beginning of the school year.

b. Percentage of students with language needs at the end of the school year.

c. Teachers whose percentages showed the most improvement. We defined those teachers whose percentages showed the most improvement as "successful teachers." For each district we recruited a teacher from among those with the greatest improvement in percentage of students moving out of the needs category to participate in the study.

After discussions with teachers and/or their principals, seven "successful teachers," one per district, were identified for the study. All participating teachers

consented to be part of the study, with the approval of the principal and district superintendent.

2. Data Collection. Each of the seven teachers agreeing to participate was then observed three or four times, interviewed, and asked to complete a questionnaire. We used the EPSS program guide and documents from the NAEYC to develop the observation instrument, questionnaire, and interview questions.

We followed the three principles proposed by Yin to be used in data collection: (a) using multiple sources of evidence, (b) creating a case study data base, and (c) maintaining a chain of evidence (pp. 89-96).

a. Using multiple sources of evidence. Each teacher on O'ahu was observed four times during the school year, and on the neighbor islands, three times. Except for the fourth visit on O'ahu, which was conducted by only one member, all other observations were made by two members on the evaluation staff. At each site, one observer remained the same so that he/she would be able to note changes in the classroom; the second observer was different to get varied perspectives in observations. In addition to observers from the evaluation team, a staff member from the Adult and Early Childhood Section of the Office of Instructional Services of the DOE accompanied the observers once to each school. Although her observations were not included in this report, we feel that the assistance provided by this staff member has strengthened the evaluation. Observations lasted for one hour, usually during the language arts period. Teachers were instructed to "teach as you normally do." Other sources of information included a questionnaire and interviews. A minimum of two interviews were conducted by observers for teachers to answer prepared questions as well as other questions which may have arisen during the observation.

b. Creating a Case Study Data Base. During the observation, trained observers took notes on what they saw and summarized these after each observation. The completed summary was

shared with the classroom teacher to verify its correctness and to assure teachers that only accurate information was included.

The summaries were then coded, following a pre-determined format. The coding process included the use of "data shells" to summarize and then determine relative frequency of observation of similar activities (see Appendixes A and B for examples of the coding guide and data shells). The use of preassigned codes helped in several ways: (1) they helped us to more precisely identify what data were being sought, (2) they ensured that parallel information was collected at different sites, and (3) they aided in understanding what was to be done with the data once they were collected.

In addition to narrative summaries, the data base included information from interviews, questionnaires, and documents (class forms, letters to parents, etc.) (see Appendixes C and D).

c. Maintaining a Chain of Evidence. To increase the reliability of the information, this last principle was observed by using the same observer in each of the seven settings. This observer, responsible for creating a case study data base for each site, used preassigned codes to insure that the same kind of data was collected at each observation.

3. Analysis of Data. Pattern-matching is "one of the most desirable strategies" to use in case study analysis (Yin, p. 103). Pattern-matching, discussed earlier, presents a logical method of comparing "an empirically based pattern with a predicted one" (Yin, p. 103). The empirically based pattern, in our case study, is the one created by the information collected through the observations, interviews, and questionnaires at each site. The predicted pattern refers to the guidelines from the EPSS guide and from the NAEYC documents.

After data collection, we then completed a cross-case analysis (as depicted on the schema on page 8) in which data from seven sites were brought together to arrive at an overall pattern of results and to determine the degree to which our pattern matched the predicted one.

In our case study report, Chapter III presents and analyzes data as they were collected through each of the following: observations, interviews, and a questionnaire.

4. Report of Findings. We have used an approach based on our cross-case analysis in reporting our findings for the seven cases. Rather than separate sections devoted to individual cases, the format follows the organization described in the EPSS guide: assessment, instruction (classroom management and instructional delivery), parent involvement, staff development, and recordkeeping.

Conclusions and recommendations end the report.

III. PRESENTATION AND ANALYSIS OF DATA

In this chapter, we present an analysis of the data gathered through classroom observations, interviews and a questionnaire. The main purpose of the study was to identify and report teaching practices of the kindergarten teachers selected, but we were also interested in noting relationships between the EPSS Program guidelines and what took place in the schools. Accordingly, we sought data on the five major components of EPSS: assessment, instruction, parent involvement, staff development, and recordkeeping.

The observation instrument included items taken from the EPSS implementing guidelines, augmented by a few items from teaching practices suggested by the National Association for the Education of Young Children. A questionnaire and interviews were used to gather information not easily secured through observations alone.

We have summarized our data and related them to the EPSS Program guidelines. In general, we present situations we saw most frequently during classroom visits and responses received most frequently on the questionnaire and in interviews. However, we also cite examples which were interesting even though not observed or reported often.

A. OBSERVATIONS

The following information was obtained through the twenty-five, one-hour observations conducted as part of the study. As explained in Chapter II, notes from observations were summarized and coded, following a pre-determined format. The codes used to organize the data cover the instructional component and its two areas of "Classroom Management" and "Instructional Delivery" as outlined in the EPSS program guide (pp. 10-12) (see Appendixes A and B).

Teaching strategies considered "primary" were those used often by the teachers during the observations or those that appeared to the observers to represent the teacher's dominant strategy. For example, specific disciplinary procedures might be used only occasionally but were considered the teacher's primary strategy based on the information collected through the observations.

The expectation of kindergarten teachers (in italics) as found in the EPSS guide (pp. 10-12) is listed first. This is followed by a statement or two, assessing the extent to which pattern-matching had occurred. Each assessment is then followed by selected examples from the observations for clarification and/or elaboration.

Instruction Component - Classroom Management

Teachers will prepare the environment for children that is conducive to learning through active exploration and interaction with adults, other children and materials.

At all of the sites this was observed to be a "primary" strategy.

Examples: Learning centers at one school included science, listening, writing, home, block, mathematics, fine motor, art, language and "our library."

Displays of children's work included pictures and dictated stories, three-dimensional art, paintings and drawings, group murals, and booklets authored by students.

Books were available to the students through language centers and small libraries.

Classroom settings also included clusters of desks or tables for groups of 4-8 students;

containers with pencils, crayons, scissors, etc., at each cluster; a rug area for large group activities; individual "cubby holes" for children to store their personal belongings; and numerous classroom charts illustrating print in use which were both teacher made and commercially produced.

Teachers will provide opportunities for children to choose from among activities that are teacher planned or children initiated.

At two of the sites this was observed to be a "primary" strategy.

Example: At one school when the students were finished with their lesson, they went to one of the ten learning centers located in their room. The students were able to select the center they would go to by consulting "Our Planning Board." The students would choose the learning center they wanted by placing a card with their name on it in an envelope labeled with the name of learning center on the planning board. Most of the learning centers were able to accommodate several students and a total of thirty-seven options were available. Students, once they finished their assignment, were free to move from learning center to learning center by first moving their name on the planning board and then going to the activity that they had chosen.

Teachers will allow children to work individually or in small groups most of the time.

At a majority of the sites this was observed to be a "primary" strategy.

Examples: At one school each day from 8:00 until 8:30, the students spent the first fifteen minutes of class writing in their booklets entitled "My Story Book," followed by fifteen minutes of silent reading in books that they had selected themselves.

In an activity at one school, the students worked in small groups approximately one-half of a one hour observation, estimating, sorting and counting the various animals in a box of animal crackers in a mathematics/science activity following a field trip to the zoo.

In a letter writing activity to Santa in one of the observations, the students first worked

individually on pictures for Santa, followed by their letters. Once they were finished, they could select a learning center activity to work on individually or in a small group.

Teachers will provide concrete learning activities with materials and people relevant to their own life experiences.

At two of the sites this was observed to be a "primary" strategy.

Examples: The students in one observation used oranges for their entire mathematics/science activity. First they identified words describing oranges, then estimated the circumference of one of the oranges using a string and then measured the orange with their strings and categorized their estimates on a chart on the board. Next they estimated the number of pieces they would create in peeling the oranges and then counted the number of pieces after they were peeled. Finally they washed and then shared the pieces of orange as the observation ended.

At another school the students used a marble, a yarn ball, a tissue, a clothes pin and a crayon in a mathematics/science activity in which they counted the number of "puffs" it took them to blow the object a given distance. Each group of four students then placed their counts on a graph and later reported their findings to the entire class.

Teachers will move among the groups and individuals to facilitate children's involvement with materials and activities by asking questions, offering suggestions, or adding more complex materials or ideas to a situation.

At a majority of the sites this was observed to be a "primary" strategy.

Examples: It was a common practice in many of the observations, as the students worked individually or in small groups, to see the teachers circulate about the room monitoring the students' work and working with individual students.

In one setting the teacher moved among the students encouraging the students to write and draw with comments and questions like, "Did you write that? Very good!" and "Did you do anything special this weekend. . . Did you visit grandpa and grandma?"

Another teacher as she circulated among the students would ask questions about the activity that would encourage the students to complete the next step in their assignment.

In two of the classrooms during sessions in which the students were reading books individually, the teachers modeled the reading behavior they expected from students by circulating about the room reading a book or magazine.

Teachers will accept that there is often more than one right answer, recognizing that children learn from self-directed problem solving and experimentation.

At one of the sites this was observed to be a "primary" strategy.

Example: At one school the teacher in encouraging the students to take part in discussions would accept all answers that were close to the desired response and supported the students by helping them explain how they had arrived at their conclusions.

Teachers will facilitate the development of self-control in children by using positive guidance techniques such as modeling and encouraging expected behavior, redirecting children to a more acceptable activity, and setting clear limits.

At all of the sites this was observed to be a "primary" strategy.

Examples: A common practice of the teachers was to acknowledge students who were modeling the behavior the teacher expected of the class, thereby pointing out to the others what she wanted them to do. For example, the teachers often used the phrase, "I like the way. . . is. . ."

One teacher encouraged expected behavior by establishing before an activity the expectations for the students' behavior. For example, in one situation the teacher asked the students, "How are we going to work at our stations?" The teacher then let the students explain the rules of the learning centers before letting them choose an activity.

One teacher used the word "focus" as a consistent verbal cue to the total group before redirecting the children to the expected classroom behavior. For example, in one instance

she first turned off the light in the classroom then stated, "Focus, eyes this way." She then told several students, using their names, that "I need your help," and then reminded the class as a whole of the three choices that they had for activities.

Teachers will provide many opportunities to develop social skills such as cooperating, helping, negotiating, and talking with the person involved to solve interpersonal problems.

At two of the sites this was observed to be a "primary" strategy.

Examples: At one school the students on a regular basis selected a learning center when they had completed their assignment. They were then free to move from center to center and to interact with other students. Through these activities they were involved in cooperating, helping, negotiating, and problem-solving with their peers on a regular basis.

Several teachers also used small groups for problem-solving and other discussions which required cooperating, helping, and negotiating.

Instruction Component - Instructional Delivery

Instructional Delivery - Developmental in Nature

Teachers will help the children move up the hierarchy of skills through concrete, semi-concrete and paper-pencil activities.

At two of the sites this was observed to be a "primary" strategy.

Examples: In one observation the students completed the second half of a two-day activity in which they made gingerbread man cookies, listened to the teacher read the book *The Gingerbread Man* and completed a paper-pencil activity in which they sequenced the order of the events in the story.

At another school the teacher in a language arts lesson first took the students on a mini-field trip around the school grounds. When they returned she asked them to share what they had seen on their trip. As a class they then read a book entitled *Very Tall Mouse and Very*

Short Mouse and then discussed what the two mice had seen on their walk which was described in the story. As a concluding activity the students individually drew pictures of things the mice had seen with the teacher adding short sentences that the students dictated.

Teachers will use the child's prior experiences to support and facilitate new learnings.

At a majority of sites this was observed to be a "primary" strategy.

Examples: During one observation the teacher introduced a story in which the main character was a caterpillar by first having the students share their own personal experiences with caterpillars. One of the students through this discussion volunteered to bring a caterpillar to class.

A part of the morning routine in one classroom involving the calendar included counting the additional days of the month leading up to the birthdays of children in the class.

During several observations, the teachers reviewed the activities of previous lessons, applicable to the activity that they were about to work on, by allowing the students to share in their own words what had taken place earlier.

On several occasions the language development activities that were observed, involving the children in drawing pictures and inventing their own spelling, were based on the children's own personal experiences.

Teachers will respond appropriately to children's performance based on the level of their past experiences, development and needs.

At two of the sites this was observed to be a "primary" strategy.

Examples: One teacher provided individualized assignments for two students in mathematics who were having difficulty in keeping up with the rest of the class.

One teacher also consistently gave additional guidance and special help to several children who were having difficulty completing regular assignments during class time.

During several of the observations in different classrooms, the students were allowed to

take the time they needed on an individual basis to complete the assigned tasks.

Teachers will foster and extend the development of vicarious experiences.

At two of the sites this was observed to be a "primary" strategy.

Examples: In one observation the students experienced panda bears through pictures, a riddle, a story and finally a project in which they made their own pandas using black and white construction paper.

In a number of the observations the teachers used stories and books to foster the development of vicarious experiences.

Teachers will allow time for intuitive as well as logical problem solving.

At two of the sites this was observed to be a "primary" strategy.

Examples: In several of the mathematics/science activities, as part of the lesson, the teachers asked the students to make intuitive estimates as to numbers and distances.

In two of the observations, the teachers used riddles as part of the lesson.

In some instances, as the teachers read stories to the children, they would ask the students to offer their ideas on what would happen next.

Instructional Delivery - Child Centered

Teachers will utilize the child's strengths to develop areas of needs (uses multi-modal strategies to teach language; gross--motor--drama, fine--motor--writing, visual--pictures, and auditory-listening to a story).

At none of the sites was this observed to be a "primary" strategy.

Example: Teachers in the observations used "multi-modal strategies to teach language" by having students act out parts of the stories that they had read and having students express themselves through their drawings.

Teachers will use the child's unique interests and talents.

At none of the sites was this observed to be a "primary" strategy.

Examples: In some of the discussions of class activities, for example sharing stories, the teachers allowed the children time to discuss areas of interest to individual students.

In lessons where teachers used multi-modal strategies, students with specific talents were able to more fully participate in the activity.

In several instances children were able to choose books to read or to go to learning centers that they selected based on their "unique interests."

Teachers will adapt and adjust instruction to accommodate various modality strengths, including rates of learning.

At two of the sites this was observed to be a "primary" strategy.

Examples: One strategy used to accommodate students who finished early was to have a follow-up activity, usually a worksheet, available for those students.

At the two sites where this was observed to be a "primary" strategy, the students also worked on learning center activities that they selected when they had completed their assignment.

Teachers will involve children in setting goals and choosing appropriate learning tasks.

At none of the sites was this observed to be a "primary" strategy.

Examples: Within a given lesson, on several occasions, teachers allowed students to set individual goals for themselves, regarding how much of the assignment they were going to complete.

In the classrooms where students were able to select learning center activities on their own after they completed the assignment, they were involved in setting their own goals and choosing learning tasks. However, these goals and tasks were usually not part of an overall lesson or activity planned by the teacher.

Instructional Delivery - Experience-Based

Teachers will foster learning situations which allow for experiencing, interacting, experimenting and exploring.

At a majority of the sites this was observed to be a "primary" strategy.

Examples: In several of the classrooms, the "students as authors" had produced their own books.

Experiential activities observed in the classrooms included activities with pretzels, gingerbread man cookies, animal crackers, apples, and oranges. Within these lessons specific activities included describing and defining, categorizing and graphing, estimating, adding and subtracting, naming shapes and sizes, and the activity enjoyed most by the students - - eating.

Activities in the learning centers involved students in experiencing, interacting, experimenting and exploring.

Art work that had been produced by students which was visible in the classroom included three-dimensional art projects, paintings and drawings, and group murals.

Teachers will guide children to apply, validate or practice the use of knowledge in functional ways.

At three of the sites this was observed to be a "primary" strategy.

Examples: In an experiential activity involving the students making nutritious snacks with apples and peanut butter, the teacher suggested to the students that they could teach their families to make the same snack at home.

Some of the writing activities involved students in producing books and letters.

In the production of the gingerbread man cookies during one observation, mathematics concepts such as shapes and sizes, were an important part in the successful completion of the activity.

Teachers will facilitate the inquiry and discovery process.

At one of the sites this was observed to be a "primary" strategy.

Examples: At one school the teacher was developing a unit on water. In this unit, the students were using the inquiry and discovery process in investigating water pollution and water conservation through their observation center, a book entitled *Water for Dinosaurs and You*, homework which involved students discussing water conservation with their parents, and

small group discussions on pollution and saving water. In several of the experiential activities, the students were first presented with a question and then the activity involved them in finding a solution.

Instructional Delivery - Integrated

Teachers will encourage the structuring of experiences, knowledge and information into meaningful patterns.

At one of the sites this was observed to be a "primary" strategy.

Examples: The teachers introduced students to the days, weeks and years making up the calendar through activities which covered numbers; birthdays; yesterday, today and tomorrow; holidays; and songs.

In some activities students were asked to determine the patterns created by shapes or colors, record the number of various items on to graphs, and categorize items into groups or sets.

Teachers will include real life, personal experiences and content knowledge as the bases for integrating instruction.

At a majority of the sites this was observed to be a "primary" strategy.

Examples: In many of the language development activities children were asked to share their personal experiences. For example, in a letter writing activity to Santa, the students shared examples of the good things they had done at home to deserve a present from Santa. In another situation in a story writing activity, one student wrote about a trip to McDonald's and another about her father's fishing trip.

In several instances the teachers included opportunities for the students to share their own knowledge of and experiences with the topic they were discussing. Specific examples were the mathematics/science lessons utilizing the experiential activities with pretzels and oranges and the unit on water covering water pollution.

The teachers would also ask students to share their knowledge of specific words within the context of the lessons that might not be understood by all the students in the room.

Teachers will use knowledge and experiences from all content areas, when appropriate, as means to develop or experience concepts.

At three of the sites this was observed to be a "primary" strategy.

Examples: In studying the calendar in the morning, numerous content areas were covered, for example, mathematics through counting, science through weather graphs and language development through seeing print in use.

In the observations in which mathematics/science lessons were covered, it was common for the teachers to also emphasize language by using classroom charts, conducting discussions, and providing opportunities for the children to talk informally.

In lessons focusing on language development the teachers on occasions incorporated mathematics/science activities. For example, after reading and discussing the *Gingerbread Man*, the teacher covered shapes and body parts when the students completed their gingerbread man cookies. In another classroom, the teacher and students reviewed the differences between real and "make believe" bears in their discussion of the *Goldilocks and the Three Bears*.

Instructional Delivery - Inherently Humane

Teachers will provide and develop avenues for a group support system for problem solving and acceptance of feelings.

At one of the sites this was observed to be a "primary" strategy.

Examples: In one classroom the teacher encouraged students to help other students in selecting learning center activities, reading to one another, problem solving and working cooperatively within learning center activities.

Through a guidance lesson during one observation, the activities focused on how

friends can help each other develop positive self-concepts.

In some settings the teachers were using "cooperative learning" activities where students in small groups were involved in problem solving and supporting each other.

Teachers will provide a reasonable and consistent discipline process.

At all of the sites this was observed to be a "primary" strategy.

Examples: In the majority of observed situations the teachers seemed to consistently use one of two strategies for dealing with inappropriate, non-dangerous student behavior. They either ignored the inappropriate behavior and reinforced expected behavior, or they confronted immediately inappropriate behavior and reinforced expected behavior.

At several sites classroom rules were posted on the walls of the room.

Practices used by the teachers impacting classroom discipline were carefully reviewing before an activity the steps that the students were to follow in completing the task; reviewing any specific expectations for the students' behavior; and stopping the lesson if it was not going well, reviewing or changing the procedures or expectations before letting the students return to the activity.

Teachers will model qualities in resolving and solving conflicts, e.g., respect, fairness, listening, appreciating.

At a majority of the sites this was observed to be a "primary" strategy.

Example: In various situations teachers supported students taking turns, requested that students help in resolving classroom conflicts, helped students having difficulties, showed respect for the requests made by students, listened to the concerns and suggestions of students, showed appreciation for assistance from students, and modeled listening to others.

Teachers will provide the child with a sense of "power" and confidence to accomplish.

At a majority of sites this was observed to be a "primary" strategy.

Examples: Students were both the author and the artist for books that they created in class.

Teachers on a regular basis acknowledged those students who answered questions correctly, made an effort to try something new or difficult for them as an individual, or completed steps within an assignment.

Art work and projects which the students had completed were on display in the classrooms. In several situations, the students were encouraged to share their knowledge and ideas within the context of a given lesson. For example, in a lesson on water conservation the students were asked to share their ideas on how they could save water at home.

Teachers will provide positive verbal reinforcement (this strategy was not listed specifically in the EPSS Guide but was observed often).

At a majority of the sites this was observed to be a "primary" strategy.

Example: Words and phrases that were heard often as the teachers reinforced and rewarded expected behavior were "very good," "good job," "I like that," "nice," and "thank you."

Instructional Delivery - Language Development (the following strategies were identified as "appropriate practices" in the area of language development in documents published by NAEYC).

Teachers will provide opportunities to listen to and read stories and poems.

At a majority of the sites this was observed to be a "primary" strategy.

Examples: Stories which were part of the activities during the observations included *The Gingerbread Man, Goldilocks and the Three Bears, Very Tall Mouse and Very Short Mouse, The Velveteen Rabbit, Milton the Panda, Water for Dinosaurs and You, Loopy the Airplane, and Abbott the Rabbit.*

In several instances the students and teacher recited short poems or sang short songs as part of a lesson or activity.

During one observation, a group of students had the opportunity to "read" the stories that they had been working on during their "Writing Workshop" to the rest of the class.

Teachers will take children on field trips.

At one of the sites this was observed to be a "primary" strategy.

Examples: As a follow-up to a field trip to the zoo, a teacher at one of the schools in a mathematics/science lesson had the students work in small groups to estimate, categorize, and then count the various animals in a box of animal crackers.

The same teacher during an earlier observation, in introducing a languages arts lesson, first took the students on a walk around the school (a mini-field trip) and then let them share what they had seen. The class then read a book entitled the *Very Tall Mouse and Very Short Mouse* and then discussed what the mice saw on their walk, which was described in the story.

Teachers will use the process of children dictating stories.

At two of the sites this was observed to be a "primary" strategy.

Examples: In one of the observations, the teacher had written for a student on the blackboard, the one sentence story he had shared with the class, describing the picture that he had drawn.

During several of the initial observations earlier in the year, the teachers circulated about the room writing on the students' papers the sentences the students used to describe the pictures they had drawn.

Teachers will provide opportunities for students to see classroom charts and print in use.

At a majority of the sites this was observed to be a "primary" strategy.

Examples: In the classrooms there were many classroom charts illustrating print in use which were both teacher made and commercially produced.

The teachers in several of the language arts activities recorded the students' words and sentences on the board or on chart paper as part of the process of completing the lesson.

Students' work in the form of booklets that they had completed and pictures with stories that they had written were on display in several of the settings.

Teachers will encourage dramatic play and other experiences requiring communication.

At three of the sites this was observed to be a "primary" strategy.

Examples: In several situations the students presented verbally to the entire class the stories they had written or information from an activity.

In some of the class discussions the students were encouraged to give answers that required responses of several sentences.

Two of the teachers had students explain procedures and/or rules for activities that they were about to complete which required explanations that were several sentences in length.

Teachers will allow time for talking informally with other children and adults.

At a majority of the sites this was observed to be a "primary" strategy.

Examples: It was a common practice to allow children to talk informally to each other in the small group activities and in the situations when they worked on individual projects as long as they were on task.

In situations where learning center activities were provided for students, they were allowed to talk to other students as they worked.

Teachers will encourage children to experiment with writing by drawing, copying, and inventing their own spelling.

At a majority of the sites this was observed to be a "primary" strategy.

Examples: Students were encouraged to experiment with writing most often through a combination of drawing and inventing their own spelling. Examples of some of the writing that students completed during the observations were: Next to a picture of a rabbit, "I em gon to turn en to a Rabet, I was a grwl" and next to a picture of a dog, "I wtod Dga Ki."

In one classroom the students copied information from the board that the class had worked on earlier, on to the pictures that they finished individually. For example one student copied the sentence, "He lives at the fire department" next to a picture he had drawn of "Freddie Firefighter."

B. INTERVIEWS

Interviews conducted at each site solicited data related to the following EPSS components: recordkeeping, instruction (management and instructional delivery), and parent involvement (see Appendix C). Like in Section A, "Observations," the expectation is presented first (in italics), followed by questions and summaries of responses. In some cases, the expectation has been paraphrased from different sections of the EPSS guide.

Recordkeeping Component

Kindergarten teachers are expected to maintain a variety of records.

1. What records do you keep that are helpful in your teaching (e.g., children's problems, student achievement, instruction reflecting the Foundation Program Objectives (FPOs) and interaction with parents)?

Children's problems: Each of the seven teachers interviewed reported some form of recordkeeping relating to children's problems. Two teachers reported using the EPSS Record Form, one used anecdotal records, and the others "their own recordkeeping format."

Student Achievement: A variety of records on student achievement was kept. These included information from the Kamehameha Reading Objective System, concepts obtained from EPSS Recordkeeping Form, teacher determined topics to be studied, a checklist on homework completed as well as words selected to be studied from a basal reader list.

Instruction Reflecting the FPOs: None of the teachers made specific references in keeping records of instruction reflecting the FPOs. However, several comments seem to indicate teacher-made recordkeeping systems were helpful in monitoring the performance expectation of the Foundation Program Objectives (FPOs).

Interaction with Parents: The teachers kept in contact with parents through scheduled

conferences, report cards, weekly newsletter, homework, and samples of children's work.

Instruction Component - Classroom Management

All teachers are expected to 1) maintain reasonable classroom order and discipline, 2) accept differences in children's individual learning style and rate, and 3) encourage the development of self control by various strategies and modeling techniques.

1. I noticed that you (say what you observed) in monitoring students progress or completing the assignment. What are some other methods or techniques you found useful?

The management techniques reported by the teachers depended on the size of the group, the time of instruction, and the particular lesson. Mechanical devices such as bells and lights or oral directions were used to signal the end of a period or time to move into another lesson or activity.

Four of the seven teachers reported circulating or moving about the class in monitoring progress, as well as giving verbal encouragement or making comments about progress of work.

Other management techniques that teachers found useful were the use of stamp and stickers for "recognition of work completed." Other means of monitoring student progress included encouraging "peer teaching" and having small groups of students monitoring and reviewing their own work.

2. What do you do when a student gives you an answer which may be O.K. but not quite the one you were looking for?

Teachers reported that accepting answers but rephrasing the questions, giving visual clues, clarifying or giving additional information and asking opinions of other students were helpful techniques.

3. What have you found useful in helping students develop self control?

The general theme of the responses was giving verbal praise and encouragement for good behavior and to encourage the development of good citizenship, attitude, and habits.

For negative behavior that persists, three teachers said that seeking assistance from parents may be necessary.

Instruction Component - Instructional Delivery

1. What do you do differently for needs children?

Teachers reported spending more time with needs children in language development. Direct tutoring by Resource Teachers, SLEP teachers, "older" students, "peers" and parents was also used. Teachers also created special materials and selected extant resources for the needs children.

Parent Involvement Component

Parent involvement is an integral part of the EPSS Program. All elementary schools are expected to show an increase in parent involvement to support children's learning.

1. In what ways have you worked with Parent/Community Networking Centers in the implementation of parent involvement activities?

Five teachers reported that their schools have PCNC coordinators. The coordinator at these sites scheduled parents to assist in testing, to supervise classroom while the teacher was testing and to assist with instructional and supervisory work. Two teachers indicated that their schools have no PCNC coordinator.

2. How do you encourage parents to participate in workshops for parents, parent-teacher conferences and other parent involvement activities?

The teachers responded that parents are informed by the school office, individual teachers, and/or PCNC coordinator.

Workshops were attended by the mothers in most cases, but grandparents, relatives and other interested adults were encouraged to participate.

When release time was provided for parent-teacher conferences, the participation was generally high. However, two teachers reported both parents working or having two jobs so that only one

parent could attend. If there were no parents/guardian at the conference, the teacher made a telephone conference. If that was not possible, a note was sent home along with the report card.

For other parent involvement activities, interest surveys were sent home at the beginning of the year to seek volunteers to assist on field trips, to share hobbies, and to provide vocational, technical and professional information.

3. How do you work with parents of children who display social, emotional, and/or academic problems?

Teachers agree that early notification of parents by notes or in a conference was helpful. A teacher cautioned that phone calls are helpful but can be over used. Some parents got tired of hearing about the same problems.

For social and emotional problems, teachers reported using behavior modification techniques. Involving the counselor, health aide, vice-principal or principal was necessary, if problems became severe.

4. Can you share your experience in how you've gone about making parents feel always welcome to your class?

Four of the seven teachers reported that parents were welcomed and encouraged to stop by and visit "anytime." Teachers made an effort to contact parents whenever there was an opportunity or occasion, for example, during conferences and while parents drop off and pick up children.

5. What barriers have you encountered in implementing parent involvement activities? What have you found helpful in minimizing these barriers?

Four of the seven teachers reported that working parents found it difficult to participate in parent involvement activities. Other barriers included parent's lack of skill in helping child, language problems, transiency (military), being a single parent, and unavailability of sitters.

The teachers reported that notes to home, phone calls, adjusting child's work so parents are able to help, use of older siblings, PCNC coordinator's help to provide childcare, and use of SLEP

teacher to interpret message were all useful and successful avenues to implement parent involvement activities.

C. QUESTIONNAIRE

Items for the questionnaire addressed all five EPSS components (see Appendix D). Like the other sections, the expectation is listed first (in italics), followed by questions and summaries of responses.

Assessment Component

The kindergarten teacher is expected to monitor each child's progress by gathering pertinent information through the use of a variety of assessment techniques.

1. What assessment techniques have you found to be effective in monitoring each child's progress?

The teachers reported using EPSS pre and post assessment data, text book unit tests, samples of student work products, anecdotal records, logs and journals, teacher-prepared checklists and progress charts adapted from the EPSS Recordkeeping Form, teacher- made tests, observation of and notes on student daily performance, and talking with students. One teacher, trained in the Kamehameha Early Education Program (KEEP), reported using the KEEP individual profile for reading and language arts.

2. What assessment instruments (besides PPVT-R) have you used to base your instruction?

Teachers made references to their responses to item 1 above and added the following: teacher-made inventory of developmental tasks, State Student Performance Expectations for Kindergarten, school and teacher objectives, and the EPSS Record Form.

Recordkeeping Component

Teachers will encourage children to record their own progress in learning.

1. Do your students record their own progress in learning? Please elaborate.

Most teachers said they did not have their students record their own progress in learning. Some teachers had students keep records to some degree for example, keeping track of sight words presented by levels of difficulty.

One teacher reported that her students kept a log of their work. In the log, students wrote or drew what they had learned in a lesson, explained it to the teacher, then shared it with someone else. Students also wrote stories which are kept in a log. The stories were read for enjoyment and improved if the students so choose.

Teachers made it a practice to discuss progress on a total class basis as well as individually.

Instruction Component (Management and Instructional Delivery)

Teachers will allow children to work individually or in small groups most of the time.

1. How often do you offer children an opportunity to participate in small groups or to work individually in a solitary activity? Please elaborate.

Both small group and individual work were used on a regular basis. Teachers reported use of small group work as follows:

"When materials are not readily available, especially manipulative, students are interacting in small groups, solving their own problems as to what role each student will play."

"I plan small group activities about once every couple of weeks usually in connection with an AIM, DASH, or social studies activity when called for."

Other forms of small group sessions included peer tutoring and group problem-solving.

Individual work included seat work, activity time, and learning center work. All of these occurred on a daily basis, just before dismissal, or after students completed an assignment.

Teachers will provide many opportunities to develop social skills such as cooperating, helping, negotiating, and talking with the person involved to solve interpersonal problems.

2. When students have difficulty resolving a problem involving others, what are some ways you

have found successful in helping them overcome such difficulty?

The approaches employed vary with the situation. In some cases teachers get the parties to sit down and help them talk things out. Sometimes, the problem is discussed with the class. Students are encouraged to think and talk through the problem situation. One teacher said, " [T]his easily becomes our guidance lesson. Other students then are given an opportunity to 'teach' others how to have the desired behavior."

Role playing is another commonly used method. Other responses include " [L]isten to 'McGruff' and hear how he might solve a certain problem, "I like to bring out literature with characters who have similar problems ... " and " ... [We] use the word Hooponopono; . . . "

Some situations call for follow through with parents. One teacher reported that the phone call paid off in locating the source of the problem: troubled relationship between parents. The teacher counseled the student asking her to be patient with her parents, telling her what a fine person she was but that if she continued her angry and aggressive behavior others will not know how wonderful she is.

Kindergarten teachers will provide appropriate learning experiences based on the assessment information.

Kindergarten teachers will use assessment data to determine appropriate learner needs for differentiated instruction of particular concepts and skills.

3. What are some ways you use assessment information (including PPVT-R and MKIDS) in planning and providing learning activities? (For example, how do you select vocabulary words?)

One teacher responded she does "not find the assessment information to be very accurate."

Another said,"I do not rely solely on the EPSS scores because there are a lot of factors that may have been involved in the child's test result."

Vocabulary building was stressed in almost all cases. Some sessions were planned, such as those related to readings, units of study, projects, the "kindergarten curriculum," holidays and

seasons. Others arose out of discussions, sharing, on a field trip, or current event. Teachers used every opportunity to add to the children's vocabulary. Some words are those in the PPTV-R. One teacher also reported that "MKIDS evaluates skills and concepts I usually cover during the year." Teachers relied heavily on their own assessments of what the class or an individual child needed. They reported using their observations, teacher-made tests, student performance on assignments, and anecdotal records.

4. What is your favorite way of gathering information on a child's prior experience?

The favorite source of information is the parent. The means for getting the information are conferences and questionnaires. A close second favorite source is the student. Talking with the students and hearing their conversations with one another reveal a lot about their prior experience. Other sources reported were student records, tests, and classroom performance.

5. How do you use information on a child's prior experience in planning and carrying out your instruction?

Planning includes planning for the individual and the group. Teachers do both based on their knowledge of prior experience. They selected materials some of which are geared for individual students and some for the group. Individual needs are met by assigning specific tasks, peer tutoring, or by asking the parents to help at home.

One teacher reported,"I try to go beyond what the students already know. For example, I brought in real Fall leaves that they could see, feel, smell, and examine through the magnifying glass or even mittens to feel the melted ice . . . " Teachers encouraged students to share their experiences as a way to expand the knowledge of others in the class.

6. "Curiosity, motivation, and capacity for learning are innate in all children and need to be nurtured and built upon in designing instruction." How do you do this?

Teachers reported that generous use of hands-on learning experiences "on their level which are fun and interesting" is critical.

Providing an environment which encourages risk taking is another important factor. Teachers try "to provide an environment of security and support so students will feel free to try and not worry about mistakes . . . "

Students are also encouraged to keep on trying even though progress seems elusive. They are reminded of the *Little Engine That Could.*

Teachers make sure that there are enough activities with which students can succeed. Success is "rewarded with praise, certificates, and pats/hugs . . . "

Students are taught about individual differences to encourage one another. For example, when a student who has considerable difficulty learning to write finally succeeds in writing his name for the first time, others will take note and share in his success.

Other techniques reported include involving students in selecting topics of study and developing the plan of study, and the teacher sharing her love of learning.

7. What do you like about teaching kindergarten children?

The most frequently mentioned factors were, kindergarten children are eager to learn, innocent, fresh, enthusiastic, curious, challenge the teacher's thinking, and keep them fit and young. Small class size and the curriculum ("easily integrated") were also mentioned.

8. What are the challenges, frustrations, and satisfactions in teaching kindergarten?

This item generated the longest listings of responses.

The biggest challenge is to meet the range of needs of children - academically, socially, emotionally, and physically. Teachers said it's a challenge to provide a variety of experiences, to bring out the best in each child, some of whom had no pre-school experience.

The most frequently mentioned cause for frustration was the parent who doesn't provide proper guidance and discipline, who doesn't support education, who expects too much of the child, who seems to be more interested in making money than in helping the child to learn, and the parent who does not provide a healthy home environment.

Nevertheless, teachers said they experience satisfaction in seeing the students progress and grow academically, socially, physically, and emotionally. They felt they have succeeded and have been part of the success observable in the child.

Parent Involvement Component

Schools are encouraged to conduct an assessment of their parent involvement activities as an annual effort.

1. Have you participated in the completion of the "School Needs Assessment on Parent Involvement?"

The findings show that less than one-half of the teachers in this study said they were involved in this annual activity. Slightly more than one-half said they were "uncertain."

Teachers will share assessment information with parents of kindergarten children.

2. How do you share kindergarten assessment information with the parents of children in your classroom? Please check all that are applicable. (The following areas were listed on the questionnaire: telephone contacts, share copies of test scores, parent conferences, notes or letters to parents, and other)

Most teachers checked the item "share copies of test scores.

One of the objectives of the EPSS Program is "[t]o increase involvement of parents in children's learning."

3. How do you encourage parent involvement in your classroom: Please check all that are applicable.

Responses to the questionnaire show that teachers used a variety of ways to involve parents in children's learning.

Teachers also said:

a. Have parents sign for homework assignments so they stay involved and are familiar with their children's work.

b. Ask parents to help prepare materials at home as well as in school (e.g., making reading envelopes, making writing suitcase, cutting, and collating).

c. Ask parents to tutor.

d. Ask parents to work with groups of children on special activities (e.g., producing a play).

Teachers will orient parents to the EPSS Program by the end of September.

4. Please describe the existing orientation procedures for parents to the EPSS Program at your school and your part in it.

The responses to the item revealed that:

a. In two cases, teachers met with parents to explain the EPSS Program in detail---its design, its key components, the developmentally appropriate approach, etc. One of these two schools held its parent orientation on the night before the first day of school.

b. In three cases, the principal alone or with assistance of staff other than the kindergarten teachers conducted the orientation. The teachers handled the assessment.

c. In one case, the kindergarten teachers and principals met with the parents to go over the orientation scheduled, testing schedule and expectations of kindergarten children and their parents.

d. In one case, the teacher said "Almost nil." Because the support teacher positions were eliminated, kindergarten teachers have their "hands full with just coordinating the testing period and planning for the regular orientation."

Parents will receive information about their children's educational programs and special accomplishments and successes demonstrated in school by their children.

5. How do you provide parents with information on their children's educational progress, special accomplishments, and successes demonstrated in school? How often do you do this?

All schools issued report cards each quarter. "Happy Grams," notes, stamped schoolwork, reading logs, telephone calls, and called and chance meetings were the most frequently reported methods. These occurred almost daily. Newsletters or bulletins were also used but on a weekly or "as needed" basis. Completed schoolwork, such as seasonal poems or song booklets, and art and craft works were also reported. Parents were encouraged to visit the class so they could observe what the class was doing and how an individual child was doing.

Staff Development Component

1. Please check the early childhood education staff development sessions you've participated in. Add others, if necessary.

All teachers reported attending at least two of the EPSS workshops listed in the questionnaire. In addition, one teacher reported receiving extensive training in KEEP totalling five college semester hours. Other courses or workshops listed were Cooperative Learning, Project W.R.I.T.E., Addison-Wesley Math Manipulatives, unspecified science and mathematics workshops, and a three-credit college course, Work with Parents. Also reported was a list of personal readings of six books.

All of the teachers participated in the EPSS Orientation and most of them attended the EPSS Computer Lab Sessions, EPSS Orientation and Assessment, EPSS Assessment Training, and the State EPSS Conference.

In all, the teachers reported participating in 35 different training sessions related to early childhood education.

The program guide says in part that teachers of children in kindergarten through grade 3 should

have an elementary teaching certificate and have successful experience in teaching those groups .

2. How many years teaching experience, including this year, do you have in grades K- 3? _____ How many in K?

Five of the seven teachers in this study had 19 or more years of teaching experience in K-3. Four of them had 6 to 15 years experience teaching in kindergarten.

3. How many college semester credit hours do you have in early childhood (K-3) education?

A majority of the teachers said they have no college credits in early childhood education. One reported 31 credits and another 5. One reported having 45-59 credits beyond the requirements of Class VI* classification but did not specify the number in early childhood education.

*Class VI-Master's degree or Professional Certificate plus 15 credits.

4. Please list the degrees/diplomas you have earned and your major and minor fields of study for each degree/diploma. (Teachers were asked to list the following: degree/diploma, major, and minor.

Most of the teachers reported having degrees in elementary education. Four reported holding a professional diploma in education but did not specify the teaching level or area. Of these two have a bachelor's degree in elementary education. One teacher has both bachelor's and master's degrees in education.

Major fields reported were psychology, speech, English, sociology, and child development. Minor fields included reading, sociology, reading and history.

IV. FINDINGS

In this chapter, we present a summary of findings concerning the practices of successful kindergarten teachers in implementing the five major components of EPSS: assessment, instruction, recordkeeping, parent involvement, and staff development. A sixth category, "other," has been included to report findings that touch on more than one component areas. These findings are derived from the data reported in the previous chapter. The data were gathered through classroom observations, teacher interviews, and a teacher questionnaire.

A. Assessment Component

Teachers used a variety of means to get information about student progress to determine what kind of help they need. They used commercial products such as the EPSS assessment instruments and publishers' chapter and unit tests. But they also used checklists, charts, and card files and kept journals, logs, and anecdotal records. Some of them adapted the EPSS Recordkeeping Form and relied heavily on the student performance expectations of the Foundation Program Objectives for items to check on. One teacher trained in the Kamehameha Early Education Program (KEEP) used that program's individual profile sheet for reading and language. All teachers used student work products and daily performance and talks with students to make assessment of progress. They reported using data from all sources mentioned to adjust instruction for the class and individual students.

B. Instruction Component

The component of instruction in the implementing guidelines section of the EPSS program guide includes the areas of "Classroom Management" and "Instructional Delivery." The findings that follow cover both areas as well as any of the observed instructional practices recommended by

NAEYC as appropriate practices in the area of language development. Language development, although not covered specifically in the implementing guidelines, has been a primary focus of the EPSS Program since 1985.

Classroom Management

At all the sites the teachers prepared a classroom environment for the students that was observed to be conducive to learning. Settings included learning centers, displays of children's works, book corners, and areas for students to work individually and in small as well as large groups. The classrooms were well organized and offered numerous opportunities for the students to learn through active exploration and interaction with adults, other children and materials.

Within these class settings the teachers allowed the students many opportunities to work individually or in small groups. As students worked, the teachers would facilitate the children's involvement in the lessons by moving among the groups and individuals giving verbal encouragement, asking questions and providing assistance.

At all seven sites, the teacher utilized positive guidance techniques such as modeling and encouraging expected behavior, redirecting children to more acceptable activity and setting clear limits.

Instructional Delivery

A majority of the teachers used the child's prior experiences to support and facilitate new learning and as a basis for integrating instruction. Teachers reported that their sources for gathering information on a child's prior experiences were the parents and the students themselves. This information was then utilized in instruction both for individuals and the group.

Another "primary" instructional practice used by a majority of the teachers was to foster learning situations which allowed for experiencing, interacting, experimenting and exploring.

Teachers provided experience-based learning activities situations for students through activities such as "students as authors," hands-on learning experiences, learning centers, and art work.

At a majority of the settings a "primary" practice was the provision of instruction which the EPSS guide labeled as "inherently humane." The teachers provided a reasonable and consistent discipline process, modeled positive qualities in resolving and solving conflicts, and provided the students with a sense of power and confidence to accomplish. Another strategy which was not listed specifically in the EPSS guide but was observed often, was the teachers providing positive verbal reinforcement of expected behavior. Words and phrases that were heard often during the observation were "very good," "I like that," "good job," "nice," and "thank you."

Language Development

The teachers also emphasized the development of language through what the NAEYC considered "meaningful experience." Practices used as "primary" strategies at a majority of the sites were to provide students with opportunities to listen to and read stories and to see classroom charts and other print in use. The teachers allowed time for the students to talk informally with other children and encouraged the children to experiment with writing by drawing, copying, and inventing their spelling.

The teachers in response to one of the interview questions also reported spending more time with "needs" children in the area of language development. Direct tutoring by resource teachers, SLEP teachers, "older" students, "peers" and parents was also used, as well as special materials and resources.

C. Parent Involvement Component

Except for the more formal, organized activities such as parent-teacher conferences, school-wide open-house, and report cards, there did not seem to be a set pattern of involving parents

among the seven teachers. They all seemed to encourage parent participation and involvement, but for an assortment of reasons and in a variety of ways.

The teacher's responsibility of orienting parents to the EPSS Program by the end of September as stated in the guide is fulfilled in three different ways: teacher meeting with parents, principal meeting with parents, and both teacher and principal meeting with parents. One teacher said that parent orientation meeting is "almost nil" at her school.

Teachers in five of the seven schools where Parent Community Networking Center (PCNC) coordinators were available reported that the coordinators scheduled parents to assist teachers.

There is a sense that although teachers welcomed parents to visit classes and to assist in class activities, certain "barriers" such as job demands or home situations prohibited parents from participating more actively. Teachers, however, made an effort to contact parents whenever an opportunity presented itself, such as when parents dropped their children off in the morning.

As to sharing assessment information with parents and other information on children's educational progress, special accomplishments, and successes, teachers gave copies of test results to parents, held parent conferences, and sent completed school work, newsletters, "Happy Gram" notes, and other forms of communication home with the children.

D. Staff Development Component

All seven teachers had participated in a variety of staff development activities: inservice workshops (including EPSS sponsored sessions), KEEP training sessions, college courses, and professional reading.

Most of the teachers (five of the seven) had nineteen or more years of teaching experience in K-3, with four of them having taught kindergarten for six to fifteen years.

A majority of teachers reported having no college credits in early childhood education, but all of them reported having degrees in elementary education.

E. Recordkeeping Component

All teachers had some system of recordkeeping. Most of them were mentioned previously in the section on the assessment component. Generally, records of progress are maintained by teachers. In some cases, students kept track of progress by checking off or marking on a form the items they completed. All students have some opportunity to have their completed works displayed.

Teachers posted certain progress charts and records where students could see their progress. They discussed progress made and need for improvement on a group or individual basis as appropriate.

F. Other

Teachers were found to be positive about teaching kindergarten children whom they described as eager, innocent, fresh, enthusiastic, and curious. When asked to list some challenges they faced, teachers reported that the greatest was to meet the range of needs represented in the classroom: academic, social, emotional, and physical. They said, however, that they experienced great satisfaction in seeing students progress and grow in the four areas.

As to teaching experience, five of the seven teachers in the study had 19 or more years of teaching experience in grades K-3. Four of them had 6 to 15 years experience teaching kindergarten children.

V. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In Chapter II we discussed the case study as a viable approach to qualitative evaluation. Yin lists four applications of case studies, one of which is to describe the "real-life context in which an intervention has occurred" (Yin, p. 25). The conclusions that follow are just that: descriptions of what we saw and heard successful teachers do with regard to the EPSS components of assessment, instruction, parent involvement, staff development, and recordkeeping. We have also listed a few conclusions that do not relate specifically to any component.

Assessment Component

Teachers reported that they developed and used a variety of means to monitor children's progress--as a group and as individuals--and adjusted instruction to meet children's needs.

Teachers also reported using or adapting assessment instruments developed by others. They did not place unqualified reliance on the fall EPSS assessment data; rather, they used them as part of their personal, continuing assessment of student progress.

Instruction Component--Classroom Management

We observed that these teachers are well organized in providing an environment conducive to learning. Although no two classrooms were arranged exactly alike, there were many similarities among all seven sites. Most of them provided learning centers, displayed children's works, and made many books available. Teachers were also well prepared with their lessons and activities.

Teachers utilized positive guidance techniques such as modeling and encouraging expected behavior, redirecting children to more acceptable behavior, activity and setting clear limits.

Instruction Component--Instructional Delivery

In our observations, several instructional practices stood out as "primary" (i.e., practices used often by teachers or those that appeared to represent the teacher's dominant strategy). Through the process of pattern-matching described earlier, we have concluded that the following practices were

consistently followed, as delineated in the EPSS guide and documents of the NAEYC:

a. Using children's prior experience to support and facilitate new learning and as a basis for integrating instruction.

b. Fostering learning situations which allowed for experiencing, interacting, experimenting and exploring.

c. Exemplifying inherently humane practices: providing reasonable and consistent discipline and modeling positive qualities in resolving and solving conflicts.

d. Providing positive verbal reinforcement of expected behavior.

e. Emphasizing the development of language through "meaningful experiences": providing opportunities to students to listen to and read stories and to see classroom charts and other print in use.

f. Allowing time for students to talk informally with other students and encouraging students to experiment with writing.

Parent Involvement Component

Teachers sought to involve parents in the education of their children. They scheduled conferences, invited parents to visit classes, and communicated with parents via notes and telephone calls. Where PCNC coordinators were available, they handled much of the parent involvement activities.

Parent orientation to the EPSS program was more often handled by the principal and other staff rather than by the kindergarten teachers.

Even though parents who seem to be too busy to give attention to their children's education or have unreasonable and unrealistic expectation of their children were few in number, they were the most frequently mentioned source of frustration for teachers.

Staff Development Component

All teachers attended at least two of the EPSS training sessions. Some took college courses and did professional reading.

Recordkeeping Component

All teachers kept records of student progress. They used checklists, charts, card files, journals, logs and anecdotal records. Some used the EPSS Record Form in an adapted format.

Other

These kindergarten teachers are experienced teachers. However, years of experience in teaching kindergarten are not uniform; the range was from 6 to 15 years. All of them have degrees in elementary education but most did not report much training in early childhood education.

Teachers said that meeting the academic, social, physical and emotional needs of students is a continuing challenge, but they all enjoy teaching kindergarten children.

Through the process of pattern-matching, we found that while some teachers' practices--especially in the instruction component--were found to be consistent with what is stated in the EPSS guide and NAEYC documents, there were many practices that were not consistently followed. We observed that teachers were not restricted by the guidelines but showed independence in exercising professional judgment and skill in meeting the needs of their children.

RECOMMENDATIONS

It is recommended that the DOE:

1. Review the practices followed by successful teachers and seek ways to share them with other teachers and to integrate them into in-service training sessions.

2. Provide more specific guidelines in the area of language development within the instructional delivery component.

3. Review portions of the EPSS guide that were not consistently followed by successful teachers and ascertain the reasons.

4. Allow for and encourage individual differences among teachers so that teachers will feel comfortable in utilizing their strengths and creativity in attaining the goals of the EPSS Program.

5. Review the usability of the EPSS guide to insure that teachers understand its basic philosophical stance and content well enough to use it more effectively.

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APPENDIX A

1989-90 EPSS CODING GUIDE

INSTRUCTION

Classroom Management

1.01 Prepare the environment for children that is conducive to learning through active exploration and interaction with adults, other children, and materials.

x1.01 Use highly structured, teacher-directed lessons.

1.02 Provide opportunities for children to choose from among activities that are teacher planned or children initiated.

x1.02 Direct all the activity, deciding what children will do and when; do most of the activity for the children. Children are expected to sit down, watch, be quiet, and listen or do paper-and-pencil tasks for inappropriately long periods of time. A major portion of time is spent passively sitting, listening, and waiting.

1.03 Allow children to work individually or in small groups most of the time.

x1.03 Large group, teacher directed instruction is used most of the time.

1.04 Provide concrete learning activities with materials and people relevant to their own life experiences.

x1.04 Workbooks, ditto sheets, flashcards, and other similarly structured abstract materials dominate the curriculum.

1.05 Move among groups and individuals to facilitate children's involvement with materials and activities by asking questions, offering suggestions, or adding more complex materials or ideas to a situation.

x1.05 Dominate the environment by talking to the whole group most of the time, telling children what to do.

1.06 Accept that there is often more than one right answer, recognizing that children learn from self-directed problem-solving and experimentation.

x1.06 Children are expected to respond correctly with one right answer. Rote memorization and drill are emphasized.

1.07 Facilitate the development of self-control in children by using positive guidance techniques such as modeling and encouraging expected behavior, redirecting children to a more acceptable activity, and setting clear limits.

x1.07 Spend a great deal of time enforcing rule, punishing unacceptable behavior, demeaning

children who misbehave, making children sit and be quiet, or refereeing disagreements.

1.08 Provide many opportunities to develop social skills such as cooperating, helping, negotiating, and talking with the person involved to solve interpersonal problems.

x1.08 Children work individually at desks or tables most of the time or listen to teacher directions in the total group.

1.09 Other

Instructional Delivery

Teachers will provide instruction which is developmental in nature, child-centered, experience-based, integrated, and inherently humane.

Developmental in Nature

1.11 Help children move up in the hierarchy of skills through concrete, semi-concrete and paper-pencil activities.

1.12 Use the child's prior experiences to support and facilitate new learnings.

1.13 Respond appropriately to children's performance based on the level of their past experiences, development, and needs.

1.14 Foster and extend the development of vicarious experiences.

1.15 Allow time for intuitive as well as logical problem-solving.

1.16 Other

x1.10 Workbooks, ditto sheets, flashcards, and other similarly structured abstract materials dominate the curriculum. Instruction stresses isolated skill development.

Child-Centered

1.21 Utilize the child's strengths to develop areas of needs (uses multi-modal strategies to teach language; gross-motor, drama; fine-motor, writing; visual, pictures; and auditory, listening to a story).

1.22 Use the child's unique interests and talents.

1.23 Adapt and adjust instruction to accommodate various modality strengths, including rates of learning.

1.24 Involve children in setting goals and choosing appropriate learning tasks.

1.25 Other

x1.20 Children are evaluated only against a predetermined measure, such as a standardized group norm or adult standard of behavior. All are expected to perform the same tasks and achieve the same narrowly defined, easily measured skills. Children are required to participate in all activities to obtain the teacher's approval, to obtain extrinsic rewards like stickers or privileges, or to avoid punishment.

Experience-Based

1.31 Foster learning situations which allow for experiencing, interacting, experimenting, and exploring.

1.32 Guide children to apply, validate, or practice the use of knowledge and skills in functional ways.

1.33 Facilitate the inquiry and discovery process.

1.34 Other

x1.30 Instruction stresses isolated skill development through memorization and rote, such as counting, circling an item on a worksheet, memorizing facts, watching demonstrations, drilling with flashcards, or looking at maps.

Integrated

1.41 Encourage the structuring of experiences, knowledge, and information into meaningful patterns.

1.42 Include real life, personal experiences, and content knowledge as the bases for integrating instruction.

1.43 Use knowledge and experiences from all content areas, when appropriate, as means to develop or experience concepts.

1.44 Other

x1.40 Children's cognitive development is seen as fragmented in content areas such as math, science, or social studies, and times are set aside to concentrate on each area.

Inherently Humane

1.51 Provide and develop avenues for a group support system for problem-solving and acceptance of feelings.

1.52 Provide a reasonable and consistent discipline process.

1.53 Model positive qualities in resolving and solving conflicts, e.g., respect, fairness, listening, appreciating.

1.54 Provide the child with a sense of "power" and confidence to accomplish.

1.55 Other

x1.50 Intervene to resolve disputes or enforce classrooms rules and schedules. Spend a great deal of time enforcing rules, punishing unacceptable behavior, demeaning children who misbehave, marking children sit and be quiet, or refereeing disagreements. Children's worth is measured by how well they conform to rigid expectations.

Language Development Through Meaningful Experience

1.61 Provide opportunities to listen and to read stories and poems.

1.62 Take children on field trips.

1.63 Use the process of children dictating stories.

1.64 Provide opportunities to see classroom charts and other print in use.

1.65 Encourage dramatic play and other experiences requiring communication.

1.66 Allow time for talking informally with other children and adults.

1.67 Encourage children to experiment with writing by drawing, copying, and inventing their own spelling.

1.68 Other

x1.60 Reading and writing instruction stresses isolated skill development such as recognizing single letters, reciting the alphabet song or being instructed in correct formation of letters on a printed line.

APPENDIX B

"DATA SHELL"

Type of Contact:_____Site:_____

Completed By:_____Date:_____

CLASSROOM MANAGEMENT:

Codes	Pri	Sec	N/O	N/A	Notes
1.01	___	___	___	___	
x1.01	___	___	___	___	
1.02	___	___	___	___	
x1.02	___	___	___	___	
1.03	___	___	___	___	
x1.03	___	___	___	___	
1.04	___	___	___	___	
x1.04	___	___	___	___	
1.05	___	___	___	___	
x1.05	___	___	___	___	
1.06	___	___	___	___	
x1.06	___	___	___	___	
1.07	___	___	___	___	
x1.07	___	___	___	___	
1.08	___	___	___	___	
x1.08	___	___	___	___	
1.09	___	___	___	___	

INSTRUCTIONAL DELIVERY:

Codes	Pri	Sec	N/O	N/A	Notes
1.11	___	___	___	___	
1.12	___	___	___	___	
1.13	___	___	___	___	
1.14	___	___	___	___	
1.15	___	___	___	___	
1.16	___	___	___	___	
x1.10	___	___	___	___	
1.21	___	___	___	___	
1.22	___	___	___	___	
1.23	___	___	___	___	
1.24	___	___	___	___	
1.25	___	___	___	___	
x1.20	___	___	___	___	
1.31	___	___	___	___	
1.32	___	___	___	___	
1.33	___	___	___	___	
1.34	___	___	___	___	
x1.30	___	___	___	___	
1.41	___	___	___	___	
1.42	___	___	___	___	
1.43	___	___	___	___	
1.44	___	___	___	___	
x1.40	___	___	___	___	

INSTRUCTIONAL DELIVERY:

Codes	Pri	Sec	N/O	N/A	Notes
1.51	___	___	___	___	
1.52	___	___	___	___	
1.53	___	___	___	___	
1.54	___	___	___	___	
1.55	___	___	___	___	
x1.50	___	___	___	___	
1.61	___	___	___	___	
1.62	___	___	___	___	
1.63	___	___	___	___	
1.64	___	___	___	___	
1.65	___	___	___	___	
1.66	___	___	___	___	
1.67	___	___	___	___	
1.68	___	___	___	___	
x1.60	___	___	___	___	

PARENT INVOLVEMENT:

	___	___	___	___
	___	___	___	___

STAFF DEVELOPMENT:

	___	___	___	___
	___	___	___	___

RECORDKEEPING:

	___	___	___	___
	___	___	___	___

ASSESSMENT:

	___	___	___	___
	___	___	___	___

APPENDIX C

Teacher's Name _____ Date _____

Interviewers _____ Time: Start _____ End_____

INTERVIEW QUESTIONS

RECORDKEEPING COMPONENT

1. What records do you keep that are helpful in your teaching (e.g., children's problems, student achievement, instruction reflecting the FPOs, and interaction with parents)?

INSTRUCTION COMPONENT

Classroom Management

1. I noticed that you (say what you observed) in monitoring student progress or completing the assignment. What are some other methods or techniques you have found useful?

2. What do you do when a student gives you an answer which may be O.K. but not quite the one you were looking for?

3. What have you found useful in helping students develop self-control?

Instructional Delivery

1. What do you do differently for needs children?

PARENT INVOLVEMENT COMPONENT

1. In what ways have you worked with the Parent/Community Networking Centers in the implementation of parent involvement activities?

2. How do you encourage parents to participate in workshops for parents, parent-teacher conferences and other parent involvement activities?

3. How do you work with parents of children who display social, emotional, and/or academic problems?

4. Can you share your experiences in how you've gone about making parents feel always welcome to your class?

5. What barriers have you encountered in implementing parent involvement activities? What have you found helpful in minimizing these barriers?

APPENDIX D

EPSS QUESTIONNAIRE--KINDERGARTEN 1989-90

Please respond to the questions that follow as completely as possible. Do not limit your responses to language arts; include information from your total classroom kindergarten program. **Use the back of the sheets if more space is needed.**

As with other information provided, your responses will be treated confidentially. Return the completed questionnaire in the enclosed envelope by April 13, 1990. Thank you for your assistance.

Assessment

1. What assessment techniques have you found to be effective in monitoring each child's progress?

2. What assessment instruments (besides PPVT-R) have you used to base your instruction?

Recordkeeping

1. Do your student record their own progress in learning? Please elaborate.

Instruction

1. How often do you offer children an opportunity to participate in small groups or to work individually in a solitary activity? Please elaborate.

2. When students have difficulty resolving a problem involving others, what are some ways you have found successful in helping them overcome such difficulty?

3. What are some ways you use assessment information (including PPVT-R and MKIDS) in planning and providing learning activities? (For example, how do you select vocabulary words?)

4. What is your favorite way of gathering information on a child's prior experience?

5. How do you use this information on a child's prior experience in planning and carrying out your instruction?

6. "Curiosity, motivation, and capacity for learning are innate in all children and need to be nurtured and built upon in designing instruction." How do you do this?

7. What do you like about teaching kindergarten children?

8. What are the challenges, frustrations, and satisfaction in teaching kindergarten?

Parent Involvement

1. Have you participated in the completion of the "School Needs Assessment on Parent Involvement"?

   Yes____ No____ Uncertain____ Not Applicable____

2. How so you share kindergarten assessment information with the parents of children in your classroom? Please check all that are applicable.

   _____Telephone Contacts
   _____Share copies of test scores
   _____Parent conferences
   _____Notes or letters to parents
   _____Other. Please specify_____

3. How do you encourage parent involvement in you classroom? Please check all that are applicable.

   _____Invite parents to participate in class activities with their child during class hours
   _____Invite parents to assist on field trips
   _____Ask parents to serve as resource speakers/demonstrators
   _____Other. Please specify_____

4. Please describe the existing orientation procedures for parents to the EPSS Program at your school and your part in it.

5. How do you provide parents with information on their children's educational progress, special accomplishments, and successes demonstrated in school? How often do you do this?

Staff Development

1. Please check the early childhood education staff development sessions you've participated in. Add others, if missing.

_____Assertive Discipline
_____Classroom Management and Discipline for New Teachers
_____Direct Experiences and Active Learning
_____Early Childhood Development
_____Empowering Children to Learn
_____EPSS Assessment Training
_____EPSS Computer Lab Session
_____EPSS Orientation
_____EPSS Orientation and Assessment
_____Individual School's Workshop
_____Integrated Whole Language
_____Language Arts Guide and Writing--Leila Naka
_____Language Development
_____Language Development and Literature, Keys to Reading Comprehension
_____Language Development through Literature
_____Learning through Literature--Dr. Jerome Harste
_____Learning to Plan and Conduct a Parent Involvement Workshop
_____Literacy with Language--Ka Hui Heluhelu
_____New Kindergarten Teachers
_____New Teacher's Workshop
_____Oral Communication
_____Oral Communication--Using Drama as a Tool for Learning
_____Orientation of Parent Trainers
_____Orientation for New K-1 Teachers
_____Parent Involvement Workshops in "AIMS - Science and Math"
_____Parent Involvement Workshops in "Art and the Young Child"
_____Parent Involvement Workshops in "Gross Motor Development and PE"
_____Parent Involvement Workshops --"Read Aloud"
_____Parent Volunteer Session
_____Self-Esteem and Self-Awareness
_____State EPSS Conference
_____Thinking Skills in Basic Education--Joyce Kohfeldt
_____Using Literature for Writing
_____Using Test Data for Planning Instructional Strategies
_____Whole Language
_____Whole Language--Dr. Virgie Binfold
_____Whole Language--Yetta Goodman
_____Whole Language Learning through Literature--Mary Ellen Giacobbe
_____Writing across the Curriculum

OTHERS

_____
_____
_____
_____
_____

2. How many years teaching experience, including this year, do you have in grades K-3? _____
How many in K? _____

3. How many college semester credit hours do you have in early childhood (K-3) education? ___

4. Please list the degrees/diplomas you have earned and your major and minor fields of study for each degree/diploma.

Degree/Diploma	Major	Minor
_____	_____	_____
_____	_____	_____
_____	_____	_____

Evaluation of the Early Provisions for School Success (EPSS) Program, Phase II School Year 1989-90

(A Case Study of Seven Successful Kindergarten Teachers)

AN EXECUTIVE SUMMARY

In a memorandum of agreement between the Department of Education and the University of Hawai'i, College of Education, Curriculum and Research and Development Group (CRDG), dated October 16, 1989, the parties agreed that CRDG will use the case study approach to gather relevant data on the practices of seven successful kindergarten teachers in implementing the five major components of EPSS: assessment, instruction, staff development, parent involvement, and recordkeeping.

The research design of this study was based on Yin's discussion of case studies as found in his book, *Case Study Research: Design and Methods*. The design was directed towards answering the question, "What do successful teachers do with regard to the five EPSS components?"

Seven successful teachers, identified as having a large percentage of needs children progressing to the non-needs category during the school years 1987-88 and 1988-89, were recruited from seven school districts (one per district) to participate in the study. Teachers on Oahu were observed four times; teachers in the other three districts were observed three times. All were interviewed and asked to complete a questionnaire. We used the EPSS program guide and documents from the National Association for the Education of

Young Children (NAEYC) to develop the observation instrument, questionnaire, and interview questions.

We followed three principles proposed by Yin to be used in data collection: (1) using multiple sources of evidence, (2) creating a case study data base, and (3) maintaining a chain of evidence.

The report more fully describes each principle, but for the executive summary, a brief description of how we followed each principle is provided:

(1) Multiple sources of evidence--for all of the sites, three observations were made by two observers, with one observer remaining the same. The second observer at each site changed each time to get varied perspectives.

(2) Creating a case study data base--notes taken at each site were summarized and coded, following a pre-determined format.

(3) Maintaining a chain of evidence--in each of the seven settings, we used a same observer who was responsible for creating a case study data base for each site. The use of preassigned codes insured that the same kind of data was collected at each observation.

Collected data were then analyzed through the use of pattern-matching, a process of relating what was observed to guidelines provided in the EPSS program guide and documents from NAEYC. We then completed a cross-case analysis in which data from seven sites were brought together to arrive at an overall pattern of results.

Conclusions

Assessment Component

Teachers reported that they developed and used a variety of means to monitor children's progress--as a group and as individuals--and adjusted instruction to meet children's needs.

Teachers also reported using or adapting assessment instruments developed by others. They did not place unqualified reliance on the fall EPSS assessment data; rather, they used them as part of their personal, continuing assessment of student progress.

Instruction Component--Classroom Management

We observed that these teachers are well-organized in providing an environment conducive to learning. Although no two classrooms were arranged exactly alike, there were many similarities among all seven sites. Most of them provided learning centers, displayed children's works, and made available many books. Teachers were also well-prepared with their lessons and activities.

Teachers utilized positive guidance techniques such as modeling and encouraging expected behavior which redirected children to behave more acceptably and which set clear limits.

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In our observations, several instructional practices stood out as "primary" (i.e., practices used often by teachers or those that appeared to represent the teacher's

dominant strategy). Through the process of pattern-matching, we have concluded that the following practices were consistently followed, as delineated in the EPSS guide and documents of the NAEYC:

a. Using children's prior experience to support and facilitate new learning and as a basis for integrating instruction.

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d. Providing positive verbal reinforcement of expected behavior.

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Even though parents who seem to be too busy to give attention to their children's education or have unreasonable and unrealistic expectation of their children were few in number, they were the most frequently mentioned source of frustration for teachers.

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These kindergarten teachers are experienced teachers. However, years of experience in teaching kindergarten are not uniform; the range was from 6 to 15 years. All of them have degrees in elementary education but most did not report much training in early childhood education.

Teachers said that meeting the academic, social, physical and emotional needs of students is a continuing challenge, but they all enjoy teaching kindergarten children.

Through the process of pattern-matching, we found that while some teachers' practices--especially in the instruction component--were found to be consistent with what is stated in the EPSS guide and NAEYC documents, there were many practices that were not consistently followed. We observed that teachers were not restricted by the guidelines but showed independence in exercising professional judgment and skill in meeting the needs of their children.

Recommendations

It is recommended that the DOE:

1. Review the practices followed by successful teachers and seek ways to share them with other teachers and to integrated them into in-servicing training sessions.

2. Provide more specific guidelines in the area of language development within the instructional delivery component.

3. Review portions of the EPSS guide that were not consistently followed by successful teachers and ascertain the reasons.

4. Allow for and encourage individual differences among teachers so that teachers will feel comfortable in utilizing their strengths and creativity in attaining the goals of the EPSS Program.

5. Review the usability of the EPSS guide to insure that teachers understand its basic philosophical stance and content well enough to use it more effectively.